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ABSTRACT

The annual Journal of the American Association of Women in Community and Junior Colleges (AAWCJC) publishes articles on research, model programs, and teaching/learning strategies of interest to women staff and students in community, junior, and technical colleges. It provides a forum for the discussion of issues related to women in higher education and disseminates information on leadership training activities. This theme issue, entitled "The New Workforce," explores the implications for community college women of a "new workforce" in which 85% of all workers entering the labor market between now and the year 2000 will be women, minorities, and immigrants. The issue contains the following articles: (1) "How Workforce 2000 Will Effect Women in Community Colleges," by Ruth Tarver; (2) "Let's Get Rid of Management: The Four C's of Leadership in the Community College," by Desna L. Wallin; (3) "The Work of Women in Community Colleges: Questions of Leadership in Solitude and in Community," by Joanne E. Cooper; (4) "Ethics in Academe," by Doric Little; and (5) "An Analysis of Gender Differences in Position Pathing of Community College Presidents," by Sally Winship and Marilyn Amey. The journal also contains two book reviews, one by Kathy Nelson of Helen S. Astin and Carole Leland's "Women of Influence, Women of Vision"; and one by Linda J. Hughes of Beth Milwid's "Working with Men: Professional Women Talk about Power, Sexuality and Ethics." Brief statements of the history and philosophy of AAWCJC conclude the issue. (JSP)

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CONTENTS

ISSUES FACING THE NEW WORKFORCE

HOW WORKFORCE 2000 WILL EFFECT WOMEN IN COMMUNITY COLLEGES 2
Ruth Tarver, Coordinator, Job Placement Services, Fresno City College, Fresno, California

LET'S GET RID OF MANAGEMENT: THE FOUR C'S OF LEADERSHIP IN THE COMMUNITY COLLEGE 5
Desna L. Wallin, Ed.D., President, Clinton Community College, Clinton, Iowa

THE WORK OF WOMEN IN COMMUNITY COLLEGES: QUESTIONS OF LEADERSHIP IN SOLITUDE AND IN COMMUNITY 9
Joanne E. Cooper, Ed.D., Assistant Professor, University of Hawaii at Manoa

WOMEN OF INFLUENCE, WOMEN OF VISION 16
Helen S. Astin and *Carole Leland*
Reviewed by *Kathy Nelson*, Dean, Vermilion Community College Ely, Minnesota

ETHICS IN ACADEME 17
Doric Little, Ed.D., Honolulu Community College Honolulu, Hawaii

GENDER DIFFERENCES IN THE POSITION PATHING OF COMMUNITY COLLEGE PRESIDENTS 21
Sally Winship, Ed.D., Assistant Dean, Science, Health Care and Math Division, Johnson County Community College Overland Park, Kansas
and *Marilyn Amey*, Ph.D., Assistant Professor, Department of English, Kansas University Lawrence, Kansas

WORKING WITH MEN: PROFESSIONAL WOMEN TALK ABOUT POWER, SEXUALITY AND ETHICS 26
Beth Milwid
Reviewed by *Linda J. Hughes*, M.A., Program Supervisor, Counseling and Career Center, South Puget Sound Community College, Olympia, Washington

AAWCJC PHILOSOPHY 28

AAWCJC MANUSCRIPT PREPARATION GUIDE 29

HISTORY OF AAWCJC 31

GENERAL INFORMATION ABOUT AAWCJC 32

HOW WORKFORCE 2000 WILL EFFECT WOMEN IN COMMUNITY COLLEGES

Ruth Tarver

The year 2000 is just around the corner, and with it major changes in the labor market are expected. According to Workforce 2000, a 1987 study conducted by the Hudson Institute, commissioned by the Reagan administration, by the year 2000 dramatic changes in the labor market will directly affect the ability of this nation's businesses to compete globally. Changes include:

1. Labor shortage
2. Skills gap
3. Aging workforce
4. Change in workforce composition
   a. Increase in the number of minorities and immigrants
   b. Increase in working women

The implications derived from this study for community colleges are enormous. However, for purposes of this article, the issue of women in the workforce as potential community college employees is of paramount concern.

Women will comprise nearly 50 percent of the labor market by the year 2000 according to the Hudson Study. They will also account for two-thirds of all new workers between now and the year 2000. Approximately 61 percent of all women of working age are expected to be employed. The combination of women, minorities and immigrants will account for nearly 85 percent of all new workers entering the labor market. Only the number of white native-born male entering the labor force is expected to decline from a previous share of 47 percent to 15 percent by the year 2000. Thus the conclusion drawn is that women will be a most viable and sought-after human resource as employers attempt to meet their employment needs.

Interestingly enough, while the labor market is changing, community colleges across the nation are experiencing changes which increase the impact of Workforce 2000. Student growth at the two-year college is in an explosive mode nationwide. During the period 1980-1989, the national average growth rate at two-year colleges was 18 percent, while only 7 percent at four-year institutions. Currently, 42 percent of all college students attend a two-year college. Continued growth is expected for several reasons. As fees continue to increase at the four-year schools, more students are opting to complete general education requirements at the two-year school and then transfer to the four-year school to reduce the cost. Other students, of course, attend the community college because they seek the two-year vocational degree instead of the four-year degree. More older students/workers are returning to the two-year school to increase or upgrade skills. The need for retraining will continue as advances in technology demand it. With the pending labor shortage and skills gap, the nation's community college is viewed as a most likely source for training.

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Therefore, at a time when Workforce 2000 is predicting a labor shortage and an increase in the number of women in the workforce, community colleges will be competing for high quality employees. The colleges will need not only to replace retiring staff, but also to bring in additional staff to meet effectively the demands of the student growth. The implications are that colleges will offer many employment opportunities and that women will offer a major labor pool from which to hire. Considering that women account for approximately 11 percent of the 1200 community college CEOs nationwide, but 57 percent of the student enrollment, conditions offer an ideal opportunity to bring equity in employment to the campuses from the chancellor/superintendent office downward.

However, the match may not be such a simple process. Because of the expected labor shortage, employers, including community colleges, will find themselves in competition for this valued high-quality, limited resource. On the other hand, women in the work world have encountered longstanding problems and will now be in a position to negotiate with employers to meet their needs. Community colleges and other employers who are successful in hiring and retaining high potential women employees must seriously deal with the longstanding issues of affirmative action in hiring and promotion, equal pay, harassment, diversity and other such concerns. Also, employers must come to grips with another major problem continuously confronting working women–the work-family issue.

The current work structure model was designed to meet the needs of the one-income traditional family, in which the man went to work while the woman stayed home and took care of all the household responsibilities, children, etc. This model is just simply no longer applicable to today's workforce and will become even more obsolete as the new workforce emerges. Many of the women entering the labor market will have preschool and school age children. Others will have the responsibility of caring for aging parents. Many women will continue to be single heads of households while many others will fall under the category of the dual-career couple. These situations all point to the fact that the traditional 8 a.m. to 5 p.m., Monday through Friday, inflexible work structure does not fit the lifestyle of many in today's workforce. These issues demand attention from employers.

Some progressive employers who fully understand the implications of Workforce 2000 have already begun implementing plans to meet the needs of this changing workforce. Plans range from IBM's flexible three-year, unpaid, job-protected maternity leave to Stride-Rite's on-site child care and soon to be offered elder care center. Numerous other companies such as Corning Glass, Arco and DuPont are involved in various plans designed to meet the needs of the changing workforce. Some firms such as BankAmerica Corporation, Marriott Corporation, and Time Warner, Inc., now have Managers of Work-Family programs. These programs coordinate benefits such as flex time, child care and leaves. DuPont created a Work Force Partnering Division which has the responsibility of affirmative action, valuing diversity education and work-family issues. Other programs include work at home options, job sharing and part-time hours.

In keeping with the trends and the needs of the workforce, the Governor of California recently signed into law a measure allowing employees to receive 16 weeks off to care for a sick child, spouse or parent; or to give birth; or to adopt a child. The California law sends a clear signal across the nation to both private and public employers of what lies ahead.

As the work environment begins to undergo a revamping, women themselves, as they gain more decision making positions, will play a major role in shaping the future workplace to make it more conducive to productivity. With the emerging diversified workforce, the managers of the 90's and the new century will need to have more human resource management skills as well as to demonstrate caring, nurturing, and other people skills traditionally assigned to women. More emphasis will be placed on the team management approach as opposed to the conventional structured hierarchical management approach. The work environment is expected to become less aggressive and hostile and more conciliatory in a spirit with overall benefit to the organization and the employee. Women will still have a direct impact in bringing about these changes in the workplace.

No doubt the changes predicted by Workforce 2000 offer many challenges to community colleges across the nation. But these changes also offer great opportunities for growth and development as the workers enter the 21st century. Colleges must be open and willing to make necessary changes. The California Community College System, the largest in the nation, is one such system that has begun dealing with change and has taken the lead in dealing with diversity issues. In a state where the majority will soon be non-white, the California Community System is working towards the goal of

"No doubt the changes predicted by Workforce 2000 offer many challenges to community colleges across the nation."

having its workforce reflect proportionately the adult population of the state by the year 2005. This action should open the door of opportunity to many who have previously been denied access to employment including women especially at the CEO and higher administrative positions. California, with its 107 community colleges, is setting an example for colleges across the nation.

Women, on the other hand, must be prepared to take advantage of these increased opportunities. They should assess themselves, their skills and experiences. They should look at where they are and decide where they want to be, even if success depends on gaining additional skills, training, degrees or advanced degrees. Preparation and availability will be the keys. Women need to seize the challenging employment opportunities that have never been greater.

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LET'S GET RID OF MANAGEMENT: THE FOUR C'S OF LEADERSHIP IN THE COMMUNITY COLLEGE

Dr. Desna L. Wallin

A message published in the *Wall Street Journal* by United Technologies Corporation in 1986 reads:

> Let's get rid of management. People don't want to be managed. They want to be led. Whoever heard of a world manager? World leader, yes. Educational leader. Religious leader. Scout leader. Community leader. Labor leader. Business leader. They lead. They don't manage. The carrot always wins over the stick. Ask your horse. You can lead your horse to water, but you can't manage him to drink. If you want to manage somebody, manage yourself. Do that well and you'll be ready to stop managing. And start leading.

Definitions

Definitions of leadership abound. A standard thesaurus gives as synonyms such words as authority, control, administration, influence, and power (*Webster's* 250). Vance Packard states, "Leadership appears to be the art of getting others to want to do something that you are convinced should be done" (qtd. in Kouzes and Posner 1). Richard Phoebus describes leadership as "the art of motivating and guiding people to the accomplishment of shared goals" (2).

The plethora of leadership definitions makes one thing clear –leadership is a complex and multi-faceted activity. Similarly, the question of who is to provide leadership through an increasingly challenging time in community college history becomes a critical question. What traits should the new leaders have? What skills? What experience? What kind of leadership will be required in the twenty-first century? Who will provide that leadership? Will minorities and women begin to assume leadership roles in proportion to their numbers within community colleges?

Women in leadership

As more women do assume leadership positions in community colleges– some 10 percent of community college presidents are female–there is a lively and ongoing discussion about women's unique leadership skills. Much has been written, both in feminist and management literature, that suggests that women as leaders are somehow fundamentally different than men in the attributes that they bring to a leadership position.

George B. Vaughan, author of a book on the community college presidency entitled *Leadership in Transition*, discusses female leaders in community colleges. His research aim was to determine what the obstacles and rewards are for women in leadership positions in community colleges. He found that once a woman made it past the first cut and was granted an interview, she might expect some unusual questions: "Could a woman be strong enough to control the faculty? How can a woman get along in a man's world?" (Vaughan 70). One former dean indicated that in an interview for the position of dean of student services, she was told by the chancellor that he could not have a woman in the position because students are rough and they swear (Vaughan 71). One candidate was asked if she were a feminist; another if being a woman affected her management style; another about her divorce some ten years earlier and the status of her current marriage; yet another was asked what she would do about child care for her chil-

Dr. Desna Wallin is the President of Clinton Community College, Clinton, Iowa. She has published articles on higher education in *Community/Junior College Research Quarterly*, *Issues in Higher Education*, and *Journal of Educational Technology Systems*.

dren. One candidate was told, "You really don't need this job because your husband makesa good living" (Vaughan 72).

R.M. Stogdill, in his book, *The Handbook of Leadership*, as cited in *The Promotable Woman*, reported the results of a review of over 25,000 books and articles on management and leadership, searching for the answer to what makes a good manager or leader (qtd. in Carr-Ruffino 280). He defined two extremes of leadership. The first is work-oriented leadership in which the manager focuses almost entirely on getting tasks accomplished and increasing the level of productivity. This is the kind of leadership that has often been defined as masculine. Person-oriented leadership is that in which the manager focuses almost entirely on maintaining constructive relationships with workers. This is the type of leadership that has frequently been associated with femininity (Carr-Ruffino 280-1).

Much has been written along a similar line in both feminist and management literature. The thesis running through these works seems to suggest that women as leaders are fundamentally different than men. Carol Gilligan's 1982 landmark study, *In a Different Voice: Psychological Theory and Women's Development*, is probably the most representative of this genre.

It may be comfortable to generalize that women are more nurturing and sensitive by nature and conditioning, and that men are more authoritative and aggressive by nature and conditioning. It may be comfortable, but it is also counterproductive to genuine leadership development for both men and women. Basically, in any organization there are jobs to be done–leadership to be exercised–and many potentially successful ways of executing the required tasks and building the appropriate relationships. The precise nature of the job to be done is much more dependent on the culture of the organization at a particular moment in time than it is upon any one leader. The key to successful organizational development is the marrying of the right person–the leader–with the right moment in institutional history.

In their 1990 book, *The Leadership Challenge*, James Kouzes and Barry Posner reported on the results of a checklist survey of over 2,600 top-level corporate managers who were asked to identify effective leadership. The top five characteristics of a successful leader, according to this survey, were as follows: 1) honest, 2) competent, 3) forward-looking, 4) inspiring, and 5) intelligent (17). These are not characteristics that are the exclusive domain of males or females. They are human character traits that inspire confidence in those who would be followers.

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If indeed women have the requisite character traits, skills, and experience to assume leadership positions, how can they make the most of leadership opportunities, hone their skills, and progress to more responsible positions? In assuming leadership roles in a community college, women often find themselves in the position of a "first." Females who are first to assume a leadership role formerly occupied by males do face some unique challenges; there is a time of proving one's worth. Actions taken, or not taken, in the first few months of a new position can set a direction and expectations for years to come. The new leader would do well to observe the four C's of successful leadership: 1) establish credibility, 2) assure commitment, 3) demonstrate consistency, and 4) value communication. The four C's represent a synthesis of the many theories, traits, and qualities that are associated with leadership. While these concepts are useful to any leader, they are particularly critical to new female leaders.

Credibility

First and foremost, a leader must establish credibility. Credibility forms the basis for effective leadership. Those who will be led must believe in their leader. Establishing credibility is particularly critical for a woman, because credibility is not necessarily assumed, as it frequently is for males. Ideally, the group with whom the new leader works would have had a voice in choosing the new leader. The leader's qualifications should be solid: appropriate academic credentials, references, experience. The leader should spend a great deal of time initially learning the history, the culture, the strengths, and the weaknesses of the group. She should spend individual time with members of the group, ascertaining their per-

ceptions of the institution and its direction. Finally, within a very short period of time, the leader should have developed a vision that is unique, that is exciting, and that provides something the entire group can reach for and identify with. Father Theodore Hesburgh, former president of Notre Dame University, once said, "The very essence of leadership is you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet" (qtd. in Belasco 11). The new leader should devise ways to reward and recognize those who take up the vision and act on it.

Perhaps the most important part of establishing credibility is the genuineness, the energy, and the enthusiasm the leader has for both the task and the people. Sincere enthusiasm enables people to believe in the vision and to respond accordingly. And finally, in the words of Mark Twain, "Always do right. This will gratify some people, and astonish the rest" (qtd. in Bartlett 626). Those who are being led have the right to expect their leader to do right.

Commitment

Effective leaders empower their followers; they enable others to act. Leaders assure commitment through collaboration and consultation. They know they cannot achieve the vision without the commitment of others in the effort.

Kouzes and Posner illustrate as follows:

> Leaders build teams with spirit and cohesion, teams that feel like family. They actively involve others in planning and give them discretion to make their own decisions. Leaders make others feel like owners, not hired hands. Leaders develop collaborative goals and cooperative relationships with colleagues. They are considerate of the needs and interests of others. They know that these relationships are the keys that unlock support for their projects. They make sure that when they win, everyone wins. Mutual respect is what sustains extraordinary group efforts. Leaders create an atmosphere of trust and human dignity. They nurture self-esteem in others. They make others feel strong and capable. (131)

The story is told of a woman who rushed up to famed violinist Fritz Kreisler after a particularly moving concert performance and said, " I would give my life to play as beautifully as you do." "Madam," Kreisler replied, "that's exactly what I did." That is the kind of commitment a leader must have and demonstrate.

Consistency

An effective leader must demonstrate consistency. All individuals, both within and without the organization, must be treated with respect and dignity. Decisions must have a sound and logical base and deviations must be reasonable and easily communicated. The vision and goals for the group and the organization must be communicated consistently at every possible opportunity.

Ralph Waldo Emerson once said that "a foolish consistency is the hobgoblin of little minds." It can be boring, tedious, and sometimes self-defeating to be rigidly consistent. And, interestingly, that is one of the stereotypes women must fight–that they are not consistent, that people don't know what to expect, that they are unpredictable. Thus, although absolute consistency may not be an admirable trait, it is an important part of establishing credibility and commitment, and thus success. It is a fact that certain kinds of consistency are identified with fair play. And a leader must be extremely cognizant of fair play. Nothing will rile a faculty member or demoralize an administrator more quickly than the perception that he or she is not being dealt with fairly or on a level playing field with others. Thus, a new leader must quickly become familiar with existing policies and procedures, and, at least in the beginning, follow them scrupulously. There will be time enough for change later, if certain policies or procedures seem less than useful.

Communication

An effective leader must value communication. People want to be in the loop. They want to be part of the decision process; they want to have input. Making decisions by consultation with only a small inner circle may seem to be more efficient initially, but it will cost a great deal of time and energy in the long run.

In any organization, ask ten people

"Nothing will rile a faculty member or demoralize an administrator more quickly than the perception that he or she is not being dealt with fairly or on a level playing field with others."

what the greatest need for improvement is and the answer will invariably be "better communication." Effective communication is a combination of style, substance, and vehicle.

Speech patterns can enhance or detract from effective communication, particularly for women. Typical female speech patterns sometimes differ from those of males. When those speech patterns are different, they can become barriers in a professional or collegiate setting.

> Perhaps the most common, and damaging, speech habit is that of phrasing statements tentatively. Women often phrase statements as questions by the inflection they place on the last word or two . . . . Or they pepper their statements with such conditional words as "I guess," "maybe," "sort of," "kind of," "a little," "pretty much," "when you have time." Carrying politeness to the point of subservience undermines credibility. Frequent "tag-on" questions can also wreck credibility; for example, saying "Right?" "Don't you think?" "Isn't it?" after making statements. When the tag-on is directed at a man in a meeting, other men may think the woman is asking his permission or that the idea was originally his. (Carr-Ruffino 222)

In addition to style, female leaders must be particularly mindful that their language is substantive. One more stereotype that women must fight is that of talking too much, babbling, chit-chat, and gossip. Thus, a woman in a position of leadership, just as a man in a similar situation, must speak purposefully, be well-informed, and focus on relevant topics. She should avoid emotion-charged words such as "isn't that cute," "so sweet," in favor of objective, operational words such as "appreciate," "thoughtful," "inappropriate," "effective." She should be sure her statements are coherent and connected and provide closure at the end of a thought (Carr-Ruffino 221). An effective leader must be watchful that language and speech patterns reflect confidence, assertiveness, decisiveness, and substance.

While style and substance are crucial to effective communication, also a variety of vehicles must be available to make the communication work. Those vehicles may include individual and group meetings, newsletters, and memos. But far more important is "management by walking around" including unscheduled visits to offices, impromptu hallway conversations, and a regular presence in faculty/staff lounges during lunch time. Successful communication is perhaps more about listening than it is about speaking or writing. The effective leader is a masterful communicator.

> "Successful communication is perhaps more about listening than it is about speaking or writing. The effective leader is a masterful communicator."

Conclusion

First time female leaders do face some unique challenges. It is important that they act quickly to establish credibility, assure commitment, demonstrate consistency, and value communication. Beyond this baseline, however, successful female leaders need the same competencies, attitudes, and interpersonal skills that successful male leaders possess. Providing leadership in a community college can and should be an incredibly exhilarating and rewarding, and often exhausting experience. Theodore Roosevelt captured the essence of the challenge when he said, "Far and away the best prize that life has to offer is the chance to work hard at work worth doing." Leading (not managing) a community college into the 21st century is indeed work worth doing.

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THE WORK OF WOMEN IN COMMUNITY COLLEGES: QUESTIONS OF LEADERSHIP IN SOLITUDE AND IN COMMUNITY

Dr. Joanne E. Cooper

Having worked for ten years in community colleges at various jobs including faculty, administrator, coordinator, and director, I know the varied and important tasks women encounter in this work. I know the questions that haunt, sometimes by night, sometimes by day, questions about how best to empower our students, to help them learn and grow, questions about how to empower other women faculty, how to help us all survive in a simultaneously nurturing, devouring, punitive, stimulating, stifling and bewildering environment.

Today's community colleges are halls of learning for mostly female, mostly returning and many minority faces. In the community colleges of the state I teach in, for instance, over 50% of the students are women and 66% are minorities. The chancellor, at least one provost, and many of the deans are women. There are places for women as leaders in the community college system and the women who attend these colleges need us.

Why then, is it such a difficult job? It is a difficult job because, like women, community colleges have attempted to be all things to all people, to sustain and nourish the essential connections to the community to those seeking a vocation, to those needing the basic skills of reading, writing and computation, and to those seeking the first two years of a good solid liberal arts education from a respected university (Deegan & Tillery 1985). How can we possibly sustain ourselves through the constant interaction and demands of all these constituencies?

I have long maintained that community colleges must learn to set priorities, to take the time and solitude to define the essential self. Only then, with a clear sense of mission, can community colleges reach out to the communities they serve in effective and well defined terms. Rorty (1989:73) has called these terms an individual's "final vocabulary, the set of words we carry about to justify our actions, our beliefs, our lives." Only then can community colleges see a clear path through the morass of competing budgetary and curricular demands placed on them today.

Both community colleges and the individuals in them must follow Rorty's (1989:68) advice to "meld their private ways of dealing with their finitude to their sense of obligation to other human beings." Colleges, as much as individuals, need a sense of self, a private life, to reach out to other human beings. Likewise, individuals working and living within these organizations each need to discover their own final vocabularies. In leaving her post as Dean of Instruction, one woman questioned her legacy to the organization:

> . . . as I started to exit the institution I was seeing a fair amount of turmoil, at the end going through some real soul searching myself about being a change agent and was this what I'm leaving? A lot of turmoil?

What had she left behind? Had her own final vocabulary allowed her to prevent suffering or merely create chaos? This woman had toiled endlessly to empower the other women in her organization, both faculty and students. Yet her mere presence as a female in an essentially misogynist institution had disrupted the place and the final vocabularies of others within its walls.

This dean's predicament and the questions she is asking are echoed in the lives of many women who hold positions of leadership in community colleges today. Many women are wondering how

"Today's community colleges are halls of learning for most female, mostly returning and many minority faces."

"Many women are wondering how they can best contribute to the institutions they live and work in."

they can best contribute to the institutions they live and work in. What models exist and programs contribute to the work of women leaders in higher education?

MODELS FOR WOMEN AS LEADERS IN EDUCATION

Several programs have been created to address the problem of insufficient numbers of women in senior leadership roles in education. Among the most notable are the Institute for Administrative Advancement at the University of Michigan, The Higher Education Resource Service in New England, Leaders for the 80s, a project of the American Association of Women in Community and Junior Colleges, and ACE's National Identification Program. Shavlik and Touchton (1988:107) state that:

> All these programs share two underlying assumptions: that women's talent for leadership, as leadership is generally defined by the dominant male culture, must be recognized and encouraged; and that unique insights and abilities of women that have not been considered valuable until recently–authenticity, caring, intuition, connectedness, and holistic thinking–must be celebrated.

Many of these talents have recently been rediscovered and celebrated as the "new directions or discoveries" of management gurus. The concepts of quality circles (work groups that promote effectiveness through interaction and cooperation), attention to each person's unique contribution to the whole, recognition of diversity as a way to increase productivity, intuition as a trusted tool for leaders/managers, and caring and nurturance as essential characteristics of successful leaders have recently received a great deal of attention in the management literature (Cleveland 1985; Drucker 1981; Gardner 1986; Kanter 1977, 1985; Naisbitt 1982; Peters and Waterman 1982).

Yet for many women, the ambiguity of functioning as women leaders in a male system remains a problem. Judith Sturnick , president of the University of Maine at Farmington, clearly states the effects of this ambiguity:

> Our culture is a long way from having worked out these ambiguities; consequently, our lives are awash in these waves of confusion, identity crises and overt hostility from both men and women–forces which are intensified for the woman in a public, visible role. (Shavlik and Touchton 22)

Carol Harter, in analyzing why particular women leaders have succeeded and others have failed, underscores the importance of having values which are congruent with the organizational culture of one's particular institution. Harter states that the women who failed "refused to place their work or opinions in the largest institutional context," and "failed to recognize, as many women do, that institutional politics can be subtly influenced, but can neither be ignored nor radically altered" (5). Harter states that outstanding educational leaders "are effective public presences in person and in print" (6). She concludes by stating, "If women can learn more about the dynamics of organizational culture–a culture which, after all, was created, nourished, defined, and sustained by men–at the same time they retain the nurturing values of traditional femininity, they will inevitably move into the most influential roles, and higher education, our students, and our colleagues will be the beneficiaries." This conception of leadership calls for the honoring of both organizational and individual pasts, while seeking to transform the future. In short, it recognizes the importance of context in the role of leadership.

THE IMPORTANCE OF CONTEXT

Many of these models for leadership emphasize the importance of context in the understanding and effective leadership of educational institutions. Estelle Bensimon (1989), in her study of "transvigorational" leadership, underscored the need to work with the existing culture to bring about positive changes in an organization. Harter, in the above quote, underscores the necessity for women to understand the dynamics of organizational cultures, most of which have been created and sustained by men, and to understand that the workings of these organizations can be neither ignored or radically altered. Finally, Chaffee and Tierney, in their book entitled *Collegiate Culture and Leadership Strategies* (1988) describe a

president whose fatal flaw was ignoring the culture, or the organizational context in which he worked. He was able to remedy budgetary problems, improve buildings and grounds and increase enrollment. Yet his focus on marketing strategies and his failure to attend to institutional mission depleted the sense of coherence and meaning that inspired the organization's members.

Thus Bensimon, Harter and Chaffee and Tierney all present clear evidence that helping an organization to survive is not enough. True leadership involves careful attention to the past and present culture of the organization in order to insure that the organization not only survives, but thrives in the future. It is clear that women leaders of the future have a multiplicity of issues to attend to in creating healthy, growing organizations that are positive places for both men and women to live and work. Yet, none of these examples provide us with much advice on how to attend to the varying fiscal, physical and cultural needs of organizations.

Certainly, time to reflect upon these complex situations is essential. Beyond the mere addition of time for reflection, journal keeping provides a vehicle for the synthesis of both rational and intuitive information and a method for articulating a future vision for the organization that is congruent with its present cultural norms and values.

RESEARCH ON JOURNAL KEEPING BY WOMEN ADMINISTRATORS

A study examined the journal keeping methods of ten senior level women in administrative positions in education (both secondary and higher education), business, and non-profit organizations, in this case, hospitals. These senior level managers each had been keeping a diary or journal for at least a year and in some cases for many years. An examination of their personal and professional journal keeping methods provides us with a view of the internal processings of exemplary women leaders. The purposes of the study were threefold:

1. To study the uses of journal and diary keeping in the professional lives of successful administrators in education, business and nonprofit organizations.

2. To study the role of diary or journal keeping as a form of reflective practice in the lives of these professionals.

3. To examine the implications of these practices, as models for knowing, learning and the creation of women as change agents or leaders in our society today.

Few studies have focused on the internal life of the leader. This study attempts to examine the reflective practices of such leaders and to trace their ability to transform, transact, or to trans-vigorate the self. If leaders are to transform or invigorate their organizations, it seems reasonable that they must have a firm understanding and perhaps some personal experience of transformation itself. Perhaps the best way to understand how to transform or trans-vigorate organizations is to have undergone the process on a personal level.

To this end, this study examines senior level managers in business, education and non-profit organizations who kept a journal or diary. Journal or diary keeping is but one form of reflective practice, which has been defined by Schon as the usage of reflective time to hone action which comes from the inner being. By examining journal and diary keepers we are able to follow Schon's advice (1987:13) to ask, "what we can learn from a careful examination of artistry, that is, the competence by which practitioners actually handle the indeterminate zones of practice . . . ." Keeping a journal or diary falls under what Schon has defined as "reflection-on-action," the interruption of action in order to reflect on a past event, as opposed to reflection-in-action, an activity which serves to reshape the activity while the actor is still engaged in the act. Journal keeping, as reflection-on-action, assists skillful professional practice by depending less on factual knowledge or rigid decision-making models than on the capacity to reflect before taking action in cases where established theories do not apply.

In such cases, Schon advocates reflective conversations with a problem, conversations which allow the brain to work in two ways. In addition to logical, analytical, systematic, rational solutions, the brain is able to provide individuals with sudden insights, intuitive, quick appre-

"If leaders are to transform or invigorate their organizations, it seems reasonable that they must have a firm understanding and perhaps some personal experience of transformation itself."

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ciations of relationships, patterns and recombinations, usually in a nonverbal mode. Although journal keeping is verbal and therefore encompasses the logical, analytical capacity of the brain, it also provides reflective time, time in which the diarist can generate intuitive patterns or relationships and then record them for further reflection. Roland Barth (1982:194) underscores the power of writing to clarify educational practice in the following statement:

> In order to translate the disordered, irrational world of schools into the logic and precision of language, one has to reflect upon and organize what one does and sees in schools. Bringing a higher level of meaning and clarity to frenetic days is a luxury few school people enjoy (and few can do without) in these days characterized by sheer survival.

Not only schools, but community colleges are frequently characterized by disorder and irrationality (Cohen, Marsh, and Olsen 1972; Peters 1988). These administrative leaders, then, can perhaps provide us with a model of the internal construction of effective leadership. In their journals they exemplify a type of leadership that synthesizes the rational and the intuitive, and the past, the present and the future, into a "transvigorated" vision for themselves and their organizations.

METHODOLOGY

This research study explores the journal or diary keeping processes of ten professional women and how they used this process in their personal and professional lives. Of the ten participants in the study, six are from the field of education, two from nonprofit organizations, and two from the business world. Each diarist holds a senior level administrative position and in that position supervises at least one level of administrator or manager below her. Each participant came to this study through the process of peer nomination. The participants were contacted by phone and interviewed in a location of their choice (workplaces, public restaurants, their homes and, in some cases, their cars). Each participant was also observed in her work setting.

Each participant was interviewed for a total of three to six hours, first about her general background, typical day, professional life, problems encountered, etc. and then about her use of a journal or diary. All interviews were recorded and transcribed. Prior to involvement in the study, research participants were given information about their obligations and responsibilities within the study, assured of total confidentiality and asked for their informed consent. Confidentiality was insured through the use of code names and numbers. Human subject guidelines were followed. Participants were asked to contribute diary excerpts in any manner with which they were comfortable. In some cases, excerpts were read to me. In other cases excerpts were photocopied. In one case, I was given an entire diary to read.

The study is descriptive and exploratory in nature. Guided by Glaser and Strauss's model of the discovery of grounded theory (1967), I have examined the diary or journal keeping processes of the ten subjects described above. From the data obtained (interviews, observations and diary excerpts), theory is derived and then illustrated by characteristic examples. The concepts generated here are derived through a process of comparative analysis. In this case, concepts about the use of journals and diaries by professionals are supported by shaping categories from the gathered evidence.

Interviews followed the general guidelines laid out by Lofland and Lofland (1984 58-61). Participants had been told that certain questions might seem difficult or complex and were given a truncated set of interview questions to look over before the interview, if they wished. In general, the interview guide and its accompanying probes were followed. However, additional probes were used in a flexible format to explore unexpected information offered during the interview. The interviews could best be described as "guided conversations" (Lofland & Lofland 1984:59).

FINDINGS

Two major findings emerged from the data which have implications for women in leadership roles. These senior level managers use their journals to access information on both rational and intuitive levels. They thus provide possible models

of knowing and learning for women in all walks of life. Belenky, Clinchy, Goldberger and Tarule, in their study of *Women's Ways of Knowing* (1986), have termed this integration of reason, intuition and the expertise of others as "constructed knowledge." Constructivists are described as those who make the unconscious conscious, consult and listen to the self, voice the unsaid, and listen to others, staying alert to all the currents and undercurrents of life about them. These diarists provide us with a visible model of constructed knowing. In addition, they use their journals to support themselves through the documentation of past problem solving. Their old journals, reread, provide these leaders with data banks of possible workable solutions to the problems they face, and moral support at points of exhaustion or despair.

By creating a synthesis of past, present and possible futures, as well as that of intuition and reason, through the journal's layered effect, these women serve as models of transvigorational leadership. We see in them the development of a narrative sense of self, past, present and future. This narrative sense of self is expressed clearly in the journal of B. Bonney, who describes the process as one of "telling herself a story":

> I drove myself yesterday to Seaside as a newly appointed Director of Special Education for the Chillaquit Education Service District. Why do I write the whole title? Because the responsibility and job are at least that big. And so I sit in this uncharming hotel room and begin to put together the pieces of the last month, with a spirit and enthusiasm as if I were sitting in a hut in Nepal. Vic (that's a friend of mine) told me not to miss the moment and in this silence, and as my best time alone, I will tell myself a story.

In this journal excerpt, Bonney uses this moment of reflective time to synthesize the events of the last month, the present, and her possible future as a new Director of Special Education. She uses a narrative, or storytelling mode to integrate the events of her life and reflect on their meaning, and she does so with a spirit of adventure and enthusiasm. We have much to learn from this woman, not only about **how** to gain perspective on our own lives, but about the proper attitude with which to approach that life. We will perhaps have taught young women an invaluable lesson about handling life's ups and downs, if we can teach them to stop occasionally and reflect upon the past in order to gain perspective on the future.

Here the fluid nature of the diary allows Ms. Bonney to remain open to revisions of her own life. Because these life events are written, their narrative connection, and thus life meaning or vision, can be more readily discerned. Each life event is open to re-vision or transformation as the next entry is laid down and the last one read.

Likewise, the life of an organization can be transformed by its leaders through a process of viewing its past and then revisioning its possible futures. It is possible for diarists to write about their organizational dilemmas in the same manner that Bonney writes about her life, a method that leaves both the person and the organization open for transformation or trans-vigoration. Here Dr. H. Harbor, a middle school administrator, writes about the dilemma of evaluating her teachers. She first looks forward to the evaluations she must do soon, and then reflects back on the problems of past evaluations:

> Have teacher evaluations yet to do (yuck, thpt!) and have been procrastinating–part of it is the dilemma of how do you sum someone up professionally based on so few observations (& I thought I'd never resort to this! The reality of time demands conflicts with all my best intentions!), and part of it is the responsibility of doing a credible job as seen by my superiors, and part of it is doing it in such a way that teachers see it as accurate and can take it undefensively. The very people who need to do the most growth are the least able to take negative feedback. And does it really make any difference in terms of influencing change anyway? Who knows. (Another topic for yet another dissertation.)

The dilemma here seems to be a question of whether Dr. Harbor can re-vision herself as an evaluator, and in turn, re-

"These diarists provide us with a visible model of constructed knowing."

"Sometimes the journal becomes a private place to take a cold, hard look at where you or where your organization is headed."

vision her faculty or organization into new and better professionals. She is sensitive to the organizational culture in which she works and the possible defensiveness she may encounter and yet is able to take a broad view, a meta-analytical view, which questions the real value of this administrative norm.

Perhaps the key is the capacity to imagine or revision in context and to have the courage to imagine both negatively and positively, all the while engaging in critical questioning about the real value of organizational norms and culture.

Sometimes the journal becomes a private place to take a cold, hard look at where you or where your organization is headed. In the following excerpt, E. Barnhart, a hospital director of nursing, takes a courageous look at her own capacity to lead. She is sensitive to the culture she works in and the feedback she receives from her employees, and begins the painful process of re-visioning herself as a leader:

> Good days and bad. Need help. I need a miracle to help with my interpersonal skills (thot [sic.]: try reviewing Carnegie). Also need method to keep going, looking at the positive even when I'm tired, hungry .... What should I do with my life? I suppose at a time of crisis like this I should open up to someone. But that is very hard. That survey at work was very unflattering. It has taken me the last several days to come to grips with it and decide on the alternative. Am I really that hard to get to know? Probably! Do I want to change? Maybe/maybe not? Should I change? Don't know! Am I really doing that poor a job? I doubt it but I am willing to look at the facts. God help me to know what's right and to do what's right.

This excerpt illustrates a capacity found in true leaders, the capacity to look at hard facts and ask difficult questions. The re-visioning process is not always an easy or pleasurable one for effective administrators, especially women who work in organizations which, as Harter stated earlier, were created, nourished, defined and sustained by men.

In this next example, we read of H. Harbor's efforts to come to grips with this life in a male system:

> About the point of it all (especially regarding jobs): the male system is all a "king of the mountain" game, and we feminists have bought it at the expense of ourselves. To prove we are "as good as," we compete and wheel and deal, and knock each other and ourselves off in our success climb. Mark Hatfield, in his address to the U. of O. graduating class this June, likened the "success race" to the nuclear waste (oops, Freudian slip) race–doomed; and said that only living a life of service brings happiness .... I want to be where I can make a difference, where I can put my energy into the positive evolving of the universe. I think I am where I should be. That's not to say I couldn't successfully do the "king of the mountain" trip, or that I am crying sour grapes, or "settling," it's just to say that right now I like what I am doing–it is important and fulfilling. What a nice surprise.

Harbor here clearly describes the dilemmas all women face: how to find balance between assimilation into male organizational norms and the impulse to be true to the self. As more and more women enter leadership positions in community colleges, there is hope that the male norms can be changed, that community colleges can become more nurturing places for faculty and students. For now it is important for women leaders to read of the struggles and questions of their colleagues, and to understand how the narrative process can support them in their efforts to synthesize their own past, present and possible futures, using the full capacity of both their intuition and their rational thought processes. Both these women are now in new jobs, a reminder that life is in process. Harbor, for instance, was in the right place for her, not "settling" as she stated, but "readying" to become the principal of an award winning elementary school. The journal, with its documentation of the past and the present, with its clear and repeated evidence that life is process, as the present becomes the past with each new entry, helps both writer and reader to know that much of life is "readying."

Women in community colleges today need time to sit and reflect upon the

meaning of events in their lives and to maintain a balance between the self and others. Delese Wear, in her text, *A Reconnection to Self: Women and Solitude* (1991) asserts that "without the time to analyze experience, women have no center, so fragmented they become with the tugs and pulls and demands of their lives that their conception of self is a scatter plot, a labyrinth with someone always around the corner, a diagram of competing vectors." Can these chronicles serve as models for women leaders in community colleges? How might journals provide the dialogue with the self that is so essential to the conception of self? Many questions remain.

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> "Women in community colleges today need time to sit and reflect upon the meaning of events in their lives and to maintain a balance between the self and others."

WOMEN OF INFLUENCE, WOMEN OF VISION by Helen S. Astin and Carole Leland

Reviewed by *Kathy Nelson*

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In the spirit of Belensky, Clinchy, Goldberger and Tarule's *Women's Ways of Knowing*, Mary Catherine Bateson's *Composing a Life*, and Helgesen's *The Female Advantage: Women's Ways of Leadership*, the stories of women find their voices in Astin and Leland's book, *Women of Influence, Women of Vision*. The stories of three generations of educational leaders during the 1950s, 1960s and 1970s help to frame a new, feminist perspective of leadership.

Astin and Leland examine four aspects of leadership:

. . . the leader;

. . . the context in which leadership takes place;

. . . the leadership processes;

. . . the outcomes or desired change in an organization.

By examining these aspects, they arrive at a definition of leadership as, "a process by which members of a group are empowered to work together synergistically toward a common goal or vision that will create change, transform institutions, and thus improve the quality of life." This definition moves past earlier conceptual frames by focusing on leadership beyond positional leadership. It emphasizes both the processes and outcomes of leadership acts. From this perspective, Astin and Leland's leadership research embraces the insights of feminist thought and the history of women throughout decades of radical social change.

Personal interviews, biographical questionnaires and publication data provide the substance of this book. The authors weave together the stories of three generations of women: the instigators (women who assumed visible leadership roles during the 1960s and 1970s); the predecessors (women leaders devoted to the education of the instigators); and the inheritors (women who emerged as leaders following the work of the instigators). The stories themselves trace historical social changes throughout the 1960s and early 1970s. Throughout these stories common threads are identified: women's sense of social justice, their abilities to mobilize forces to champion women's causes, their beliefs in the empowerment of women, and their values based on caring, collaborative styles of leadership.

Astin and Leland review social change in the 1960s and early 1970s from the feminist leadership perspective. They also challenge the reader to assess the future through the eyes of women leaders. They ask us to reflect specifically upon five future agenda items:

. . . continuing and subtle forms of discrimination;

. . . confusion and conflict related to feminist identity and philosophy;

. . . problems of balance among family, work, and personal agendas;

. . . isolation and lack of acceptance within the traditional male hierarchy of institutions and policy groups;

. . . economic issues - from pay inequities and the feminization of poverty to the needs for child care.

These issues form the platform from which today's and tomorrow's leaders must speak.

This book creatively engages its readers in the human drama of women leaders' lives while creating a leadership vision all women can share. It is compelling reading, a book I could barely put aside to engage in my own leadership activities. Women who search for an expression of feminist leadership's strengths must surely read *Women of Influence, Women of Vision*. It speaks to all women.

Astin, Helen S., and Carole Leland. *Women of Influence, Women of Vision: A Cross-Generational Study of Leaders and Social Change*. San Francisco: Jossey-Bass Inc., 1991.

ETHICS IN ACADEME

Dr. Doric Little

Since ancient times, the study and discussion of ethics has been largely confined to the academic institution. This was certainly the case in America until the 1970's when Watergate precipitated a national scandal. Suddenly, ethics became a topic of discussion outside of the classroom. Americans began to discuss seriously the ethics of sales people, of elected officials and of lawyers. But what of academicians? Are academicians, by their very nature, ethical or should they be?

This paper will address this question in three ways. First, it will assert that some academicians are not ethical; second, that academicians should be ethical. Finally, means by which academicians can promote an ethical climate on campuses of institutions of higher education will be presented.

Some Academicians Are Not Ethical.

Three actual examples serve to illustrate that unethical behavior by faculty does exist in Academe. The first example is that of a humanities professor who was criticized in his classroom for being boring. He showed his students! He quit lecturing and played a videotape of a humanities lecture (a commercial product) instead. At the end of each class session, he would turn the tape off and ask, "Are there any questions?"

Another example is illustrated by the story of a young woman who had been out of high school for four years, was a single parent and was returning to school. She was taking an English class on Mondays, Wednesdays, and Fridays. The previous Friday, her daughter had been sick with a high fever. Knowing that she would miss a scheduled exam, the student called her instructor Friday morning to tell her that she had to take her daughter to the doctor and would get a doctor's slip to verify her excuse. Since the next Monday was a holiday, she informed the teacher that she would make up the class on Wednesday, the next scheduled class. When she arrived in class on Wednesday, the teacher informed her she had flunked the exam.

How can you flunk an exam you didn't take? Rather easily in this class. In her nine-page syllabus the instructor had a line that stated that ten points would be deducted for each calendar day a paper or test is late. Since the exam in question was worth fifty points, this student lost ten points for Friday (the day she took her daughter to the doctor), ten for Saturday, ten for Sunday, ten for Monday (Labor Day, a national holiday) and ten for Tuesday, the day the student works. By Wednesday, the student had flunked. When questioned about the justice of this, the teacher explained that she's too busy to take personal problems into account so this rule is applied regardless of the circumstances. Interestingly, the nine-page syllabus contains a line which states that students are not to contact the teacher at home on evenings, weekends, or holidays.

A final example of unethical behavior in academe is a deplorable case of sexual harassment. This case involved a male faculty member in a position of power, but not a teacher. The women he chose to harass by touching and/or speaking inappropriately to were either foreign, obese, mentally retarded, emotionally disturbed, or physically handicapped. It appeared that these were women whom this man felt no one would believe if they told of his actions. It was in fact years (ten or more) before a handicapped student told her counselor what this man had done to her (he always stopped short of a criminal act) and a formal complaint was filed. By this time, a sexual harassment policy was in place and the man was eased out.

Academicians Should Be Ethical.

Some academicians are not ethical. Should they be? The answer is obviously, "Yes." Four reasons why ethical behavior is essential in academe should be considered.

First, there is a strong historical tradition of ethics in education. Plato, in his *Laws*, stated that "If you ask what is the good of education in general, the answer

> "How can you flunk an exam you didn't take?"

> "Because they are professionals, the courts of our land usually defer to the professional judgment of academic decision makers."

is easy; that education makes good men and that good men act nobly." Aristotle, in his text, *Rhetoric*, defined "rhetoric" as persuasion, and went on to characterize teachers as persuaders and described the most important component of persuasion as ethos, in current terminology, "credibility." If educators are to be effective persuaders of their students, they must be credible–that is, viewed as ethical by their students.

The Roman educator and rhetorician, Quintilian, wrote one of the first significant texts about how to teach, *Institutio Oratoria* (A.D. 95). Quintilian defined the product of his school, the citizen/orator, as a good man speaking well. Finally, the nineteenth century German universities introduced the concepts of "lehr freiheit" –freedom to teach–and "lern freiheit"– freedom to learn. These concepts served to provide the entire academic community with a guarantee of intellectual liberty in academic pursuits.

Second, academicians are members of a profession. As members of a profession, they have a code of ethics. While not every college campus has formally adopted a code of ethics, most subscribe to and use as guidelines the "Statement on Professional Ethics" of the American Association of University Professors (revised June 1987). The Community Colleges of the University of Hawaii formally adopted this statement in 1989. Other campuses, such as those that make up the Northern Virginia Community Colleges, have drafted their own statement of values or codes of ethics. On an individual basis, many educators are members of an academic discipline which has adopted a code of ethics.

Because they are professionals, the courts of our land usually defer to the professional judgment of academic decision makers. Several court cases will serve to illustrate this point. In July of 1965, a United States District Court heard the case of *Thomas Connelly, Jr. v. the University of Vermont and State Agricultural College*. Connelly was a medical student who missed one week of a class, but maintained an "A" average in the course. His instructor failed him for the semester stating that no one will pass his class if they miss a week of instruction. The student was subsequently dismissed from school. The court directed his reinstatement in the college holding that the "instructor's refusal to give a passing grade regardless of the quality of work was equivalent to an allegation of bad faith and arbitrariness and capriciousness on the part of the instructor." The court stated further that "only when school authorities abuse their discretion may a court interfere with their decision to dismiss a student."

This principle of deference to academic decision making was reaffirmed by the Supreme Court in *The Board of Curators, University of Missouri v. Horowitz* in 1978. This case involved an "A" student who failed her clinical sessions in the judgment of seven faculty members who expressed dissatisfaction at her competence, her peer and patient rapport, her attendance and her personal hygiene. The Supreme Court found that she had received due process and ruled that "University faculty must have the widest range of discretion in making judgments as to the academic performance of students and their entitlement to promotion or graduation."

In 1985, this principle of deference to academic judgment was restated by the Supreme Court in the case of the *Regents of the University of Michigan v. Ewing*, a case involving the dismissal of a student for academic failure. The opinion of the court states "When judges are asked to review the substance of a genuinely academic decision, such as this one, they should show great respect for the faculty's professional judgment. Plainly, they may not override it unless it is such a substantial departure from accepted academic norms as to demonstrate that the person or committee responsible did not actually exercise professional judgment."

At this point, it should appear clear that courts defer to academic decision making. Such deference carries a concomitant expectation of professional behavior.

Third, accrediting commissions state that they have an obligation to assure themselves that institutions under their review conduct their affairs with honesty and frankness. WASC (the Western Association of Schools and Colleges) adopted "Procedures in Matters of Institutional Ethics and Integrity" in 1976. The proce-

dures explain that in cases where they have cause to believe that an institution is "acting in an unethical manner or deliberately misrepresenting itself to students or public, it will investigate the matter and provide the institution an opportunity to explain the alleged abuse." If the Commission finds the institution has engaged in unethical conduct, it may issue a show cause order or sever relationships entirely.

Finally, the expectation of professional behavior falls upon every faculty member. Whether they choose to be or not, academicians are role models for their students. For many community college students, college faculty are the first professionals with whom they have had the opportunity to relate over a period of time. They serve as models of ethical conduct. Based upon the four reasons just presented, it would be reasonable to assert that academicians should be ethical. In fact, it is the faculty members who are largely responsible for the ethical climate on campus.

Ways to Promote an Ethical Climate at Institutions of Higher Learning

There are at least three ways that an ethical climate may be promoted on college campuses. The first to be discussed is the easiest to undertake and probably the most important. That is, faculty and administrators can take personal action.

The three examples of unethical behavior related earlier were solved by faculty and/or administrators recognizing the unethical situation and taking action. The first example, that of the humanities teacher who showed video tapes rather than teaching, was easily solved. A faculty member spoke to the Department Chair regarding the situation. The Department Chair spoke to the humanities teacher who is now back to lecturing to his classes.

The second example was difficult. It illustrates how important it is for faculty to serve as advocates of students who are being treated unethically. With the encouragement of an understanding faculty member, the young woman who "flunked" the English test filed an academic grievance. She met with sympathy and no action every step of the way. She spoke and/or wrote letters to the teacher, the Division Chair, the Assistant Dean, the Dean (twice), an Academic Grievance Committee and the Provost. The eventual result was that the student was judged to have filed a "frivolous" complaint because other teachers on that campus had similar clauses in their syllabi, but the college agreed to look into the college-wide problem of using academic punishment for calendar days missed. The student has wholeheartedly asserted that she could never have persisted up the bureaucratic grievance ladder without her advocate.

In the third example, it took the complaint of a handicapped student, her counselor, an understanding and sympathetic dean and provost and a sexual harassment policy to rid the campus of a harasser of numerous students.

Faculty and administrators can make a difference. Faculty and administrators have made a difference. Through personal action, academicians can play a critical role in ensuring an ethical climate on their campuses.

Another improvement in climate comes when academic institutions formally adopt a code of ethics. Some have. Many haven't. Whether adopting a new code or reviewing an existing code, the process of examining the ethical basis of an institution is an exercise in college renewal. Reflecting on the goals and mission of an academic institution as they relate to a code of ethics is a healthy academic exercise which needs to be done regularly.

Third, a course or courses in ethics should be offered on college campuses. Derek Bok, the President of Harvard, wrote about the need for teaching ethics in 1982 in his book, *Beyond the Ivory Tower; Social Responsibilities of the Modern University*. He stated that "In the last analysis, the function of the university is not to define and enforce proper moral and political standards for the society... Rather, an interesting initiative is encouraging the teaching of moral reasoning and applied ethics at both the college and professional school level . . . In this endeavor, the alumni seem more interested than the faculty."

In his 1986 text, *Higher Learning*, Bok elaborated on the importance of teaching courses in ethics and moral rea-

"Whether adopting a new code or reviewing an existing code, the process of examining the ethical basis of an institution is an exercise in college renewal."

soning. He asserted that:

> Properly taught, such offerings can avoid indoctrination while demonstrating that moral questions are susceptible to rigorous thought. Through this work, students may learn that they share more basic values than they had supposed, and that many seeming differences of opinion about ethical issues are not simply matters of conflicting personal preference but the result of hasty, poorly reasoned arguments that can be reconsidered and put aside. In these ways, courses in ethics may not only enhance a student's moral awareness but help to achieve a greater common understanding on many questions.

Finally, the concept of offering "Ethics Across the Curriculum" is a relatively new but growing trend across the country. One of the pioneers in this area is Kathy Fedorko of Middlesex County Community College in Edison, New Jersey. In Colorado, the Community College of Aurora has been integrating ethics into the curriculum since 1989. The approximately 50 faculty who have participated in the project thus far believe that ethics implementation has had the following effects for faculty and students:

1. Promoted heightened awareness of ethics.
2. Promoted a sense of the classroom as a moral learning community.
3. Enabled the instructors to clarify their own values.
4. Provided an increased awareness of the practical relevance of academic content.

Offering ethics across the curriculum provides a significant means of creating an ethical base on college campuses.

Conclusion

Are academicians ethical? Most are. Should they be? Certainly. How can faculty and administrators promote an ethical climate on campus? There are many ways which include:

- Supporting an ethics course or ethics across the curriculum.
- Determining whether a code of ethics is in place on campus and, if so, whether the goals and missions of the campus are in line with the code. Recognizing unethical situations and taking personal action to correct them.
- Serving as a student's advocate when a student faces an ethical problem.
- Finally, recognizing that they are ethical role models for every student with whom they come into contact and setting a high ethical standard of conduct.

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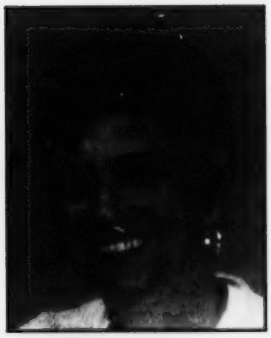

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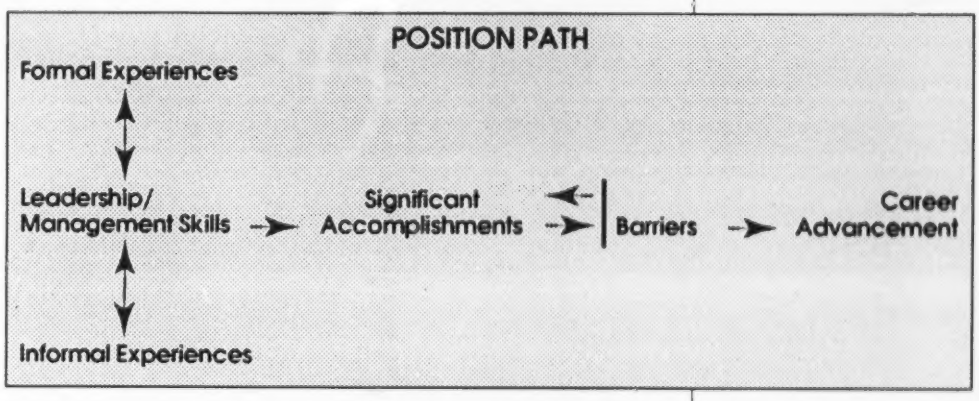
AN ANALYSIS OF GENDER DIFFERENCES IN POSITION PATHING OF COMMUNITY COLLEGE PRESIDENTS

Dr. Sally Winship and
Dr. Marilyn Amey

Since the 1960s, we have seen women accomplish great things; the first woman appointed to the United States Supreme Court, the first woman in space, and the first female vice-presidential candidate nominated by a major political party. Women comprise 33 percent of corporate middle management positions, compared to just 19 percent in 1972. However, only 1.7 percent of the corporate officers of Fortune 500 companies are women, and only three companies are led by female chief executive officers (Morrison, White, & Velsor, 1987). As in business, women have moved into upper level management of higher education organizations in the last thirty years as well, albeit slowly. According to the ACE survey of over 3000 colleges and universities, women presidents number only about 11 percent (Roueche, Baker, & Rose, 1989). At community colleges, twenty-one of deans of instruction in community colleges are women, while women constitute only 7.6 percent of all college presidents (Vaughan, 1989). If women are qualified and aspire to higher positions at an equal level with men, then it could be instrumental in positioning some leaders for promotion and not others. The purpose of this study was to investigate this phenomenon more closely by examining the position pathing of men and women administrators in community colleges. Position pathing was defined as the formal and informal experiences that impact the development of leadership/management skills and/or affect the route for acquiring leadership positions. A position path model was developed to investigate administrative careers of men and women college presidents, which later needed to be revised as a result of the study's findings. The revised position path model appears below. Two-hour face-to-face interviews were conducted with five female and five male community college presidents, selected for participation based on comparable characteristics of their institutions including size and FTE. The taped interviews were conducted at the 1991 American Association of Community and Junior Colleges national meetings; later, transcriptions and field notes were summarized and coded. A cross-site analysis was conducted to discover patterns or themes relevant to position pathing.



It was found that commmunity college presidents had different position paths to the presidency. The events impacting their career advancement also

differed. Differences were gender related, not gender specific, and were found in the areas of degrees, career planning, mentors, support systems/confidants, service professional organizations, leadership/management skills, significant accomplishments, and career advancement.

Formal Experiences

Three formal experiences emerged as being important in position pathing: academic terminal degrees, career planning, and mentors. All presidents in this study had either a Ph.D. or an Ed.D., primarily in Educational Administration. Male presidents saw the terminal degree as an important credential, while female presidents noted the importance of their doctoral program in providing a broader perspective for acquiring leadership/management skills and as a networking mechanism. All participants had the professional goal of becoming a community college president, but there were gender differences as to when the goals were set. Men committed to the goal in advance of pursuing a doctorate while women did not identify the goal until they had earned a doctorate and were embarked on administrative careers. Because this distinction has not been reported previously, it would be interesting to investigate the reflective reasoning further. Of note in this analysis, would be if, and at what point, men and women received support of pursuing a college presidency via mentors, doctoral advisors, etc., as previous research has suggested that men are often supported for potential and women demonstrated ability.

Both male and female presidents advocated a career plan as a necessary component for career advancement. The career plan should have goals that reflect a realistic appraisal of one's abilities, and strategies for how opportunities can be seized to acquire needed credentials and skills. Male presidents used a more informal career plan, while female presidents employed a more formalized plan with periodic values clarification. The scope and effectiveness of the formal versus informal career plan for career advancement remains a question. In regards to future career goals, male presidents indicated they were relatively content in their present positions and indicated that another presidency or return to teaching might be in the offing, while most female presidents aspired to a chancellorship or presidency of a larger college.

Mentors were emphasized as essential elements of career advancement by all presidents in this study. The mentors provided opportunities for skill development, gave advice and encouragement, served as role models, and discussed successful leadership styles and techniques. Mentors were impacting on career advancement earlier in the careers of male presidents, yet were seen as influential throughout the careers of female presidents. This is a gender distinction not clearly understood and which may warrant further examination.

Informal Experiences

There were two informal experiences which emerged as important in the position of community college presidents: support systems/confidants and service/professional organizations. All presidents had support systems or confidants, which should come as no surprise. Support systems and confidants were seen as essential for resources and advisement, but not as important ingredient for career advancement. Presidents chose their confidants based on confidentiality, good judgement, and respect, and spouses were indicated as important confidants by both male and female presidents.

Beyond these commonalities, gender related differences existed in the nature of support systems. Male presidents had more confidants within the community college setting and relied heavily on vice-presidents and Board Chairs. Conversely, female presidents had few confidants inside the college and regarded their internal supporters as informational sources rather than as advisors. The women reported many setbacks associated with colleagues in various career moves within institutions, which may be a reason why they were less inclined to choose internal confidants. Outside the institution, women relied heavily on mentors, other presidents, national contacts, business people, and politicians to serve as support systems.

All presidents revealed that belonging to service/professional organizations created networks but did not help in changing positions. Organizations helped in broadening vistas, providing opportu-

"Mentors were emphasized as essential elements of career advancement by all presidents in this study."

nities to serve, and enabling the development of valuable connections. Female presidents also noted that organizational memberships provided opportunities for skill building and developing self-confidence. Community service work and political campaign experiences were noted as very beneficial by all.

Leadership/Management Skills

The presidents each seemed to possess strong leadership/management skills and believed that continual leadership development and the seizing of opportunities for skill enhancement were important components of career advancement. They all stated a strong commitment to fulfilling the community college mission. Presidents noted the reward for leading was accomplishing goals, seeing diverse students succeed, and observing the positive impact college had on students' lives. Leadership by walking around was a key component in each president's style, and they indicated that learning to appreciate process and involve others in decisions had been important lessons in effective leadership.

The presidents described their leadership styles as participatory yet used different language to elaborate. Male presidents described leadership/management skill in terms such as leader directed, action oriented, and goal driven. They recounted a sense of having good instincts for hiring good people, and knowing when to change parameters to accomplish goals. Female presidents described their leadership/management skills in terms of inclusion, empowering, shared ideas, process oriented, and goal driven. This supports Helgeson's (1990) research that concludes men and women approach the diverse tasks that constitute management differently in that women use inclusionary techniques while men speak more hierarchically. The difference in the descriptors may also support Tannen's (1990) research that men and women have different communication styles.

Along similar lines, male presidents come from a task completion orientation in describing their significant accomplishments. Dynamic master planning, growth in enrollment, securing money for building facilities, national recognition, and community visibility were reported as significant accomplishments of male presidents. The female presidents described the process of how their significant accomplishments were attained while listing several of the same accomplishments as their male counterparts including master planning, enrollment growth, and facilities money. In addition, female presidents reported that many of their accomplishments were "firsts" and quite often found themselves the first woman to hold a position. Similar to Kanter's 1977 research, these women were involved in extraordinary, visible, and relevant experiences and activities that assisted in their career advancement.

Significant Accomplishments

Overall, the leadership/management skills and significant accomplishments of male and female presidents were similar, but they were communicated, valued, and implemented very differently. This is an important finding in rethinking leadership. Principally, the differences in communication and leadership styles can lead to being misunderstood, to not being valued or regarded as important. Women have been functioning in an organizational structure developed by men and it could be concluded that when they do not behave similarly to men, they may be seen as breaking rules or making new rules in contradiction to "The Organization." Organizations in which women work often are weighted in ways that do not reflect women's values, including what may be considered appropriate behaviors and ways of communicating.

Data from this study did not illuminate the origin of differences in communication styles and values. These could be a result of the socialization process in that men and women could have been given different communication and goal orientation rules in childhood from families, teachers, and community members as hypothesized by Gilligan and others (1982). The data from this study cannot support or refute this supposition but do suggest further research is warranted.

The presidents in this study have all been successful and demonstrate that the path of attaining goals can be significantly different. Therefore, it need not be the goal to adopt the opposite gender's be-

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haviors and values but rather to begin mutually understanding the opposite gender's leadership/management skills and techniques. For example, male presidents tended to be product oriented while the female presidents were more process oriented. Male presidents have an agenda and wanted bottom line results while the female presidents were concerned with how goals are accomplished as well as task completing. Men talked about instinct and women talked about intuition. An avenue to increased understanding of these different skills would be for male and female administrators to take the time to develop collegial relationships and share ideas, techniques, and information. In order to maximize the potential of all members of the organization, we need to acknowledge and learn to value these differences. This will require leaders to reexamine their awareness of both how they may be being heard, and how others may analyze situations and apply leadership techniques. A mutual understanding of values requires flexibility in thinking, a sensitivity to others, and a willingness to develop an appreciation of language differences.

Barriers

The male presidents did not recall key barriers to their career advancement although they did report less inclusive decision making as an experience which had been a deterrent to professional development. The findings indicated that there were more barriers for women to overcome in career advancement, and that most barriers occurred around career moves including difficulties supervising people to whom women had once reported. Another element of the career mobility barrier was that women reported reaching a certain administrative level, and then becoming a threat to other women with whom they had once worked. These findings support Hoferek's (1985), Salimbeene's (1981), Simeone's (1987), and Kanter's (1977) research that tokens, gatekeepers, and subtle discrimination can impede career advancement. Tokens impeded career advancement as well as undermined collegiality, mutual respect, and trust for the women in this study. Administrators need to be cognizant of their roles as gate-openers, and the importance of sharing successes and failures, and paving a path for aspiring administrators.

In addition to career advancement barriers, all of the female presidents felt that there were more barriers for women to overcome in achieving goals than for men. The literature has suggested women face barriers in both overt and subtle ways including gender and age discrimination, lack of managerial support, and not having their skills taken seriously. Several comments from female presidents in this study support the existence of these barriers for community college women. The reports of both the men and women presidents also lead to the preliminary conclusion that the gender rules for communicating and working together have not been adequately defined or discussed, and may result in a key barrier to career advancement and goals achievement for women. It is often surmised that organizations hire people who are most likely to fit in or be assimilated; yet all of the female presidents in this study were brought into male dominated community college systems. Given the expression of interpersonal and perceptual barriers faced by the women at the same time as they report successes and accomplishments in their role, it appears that a "comfort zone" must exist in each organization's culture that provides a range of opportunity for those who are different. The idea of a comfort zone, as gleaned from this research, would include the definition of who fits in, who understands and defines the organization's norms and values, perceptions of team playing ability and loyalty, and how one knows whom and when to trust. As opposed to a hierarchical "glass ceiling" which often contains and limits women's movement within organizations, the comfort zone appears to confine, or at least challenge, behaviors and initiatives by those less represented within the organization.

Female presidents in this study indicated that barriers were overcome by believing in themselves and their goals, taking control, and turning adversity into positive situations. The women took active responsibility in managing careers, as manifested by their formal career paths. Periodic values and goals clarifica-

"It is often surmised that organizations hire people who are most likely to fit in or be assimilated; yet all of the female presidents in this study were brought into male dominated community college systems."

tion helped them to deal positively with adversity and continue in their professional growth. Some women created positions in order to demonstrate competence while others took positions outside the traditional career path. Each was sure to publicize her accomplishments so that she would be noticed by gatekeepers and key decision makers. Although the female presidents did not have an abundance of female role models, if any, they worked with male mentors in developing operationalized career paths, demonstrating competence, and positioning themselves for novel challenges and advancement opportunities.

Conclusion

The subjects in this study all achieved their goals in becoming a community college president. Strategies in position pathing and for the removal of barriers were revealed through the interviews conducted. It would be advantageous, though methodologically difficult, to interview community college administrators who aspire to be presidents and have been less successful in their advancement towards that goal. An analysis of the results to such a study could provide valuable information in position pathing.

An important finding in this study was the language differences of men and women presidents. It would be advantageous to do follow-up interviews with the presidents' mentors, colleagues, and subordinates in order to verify the presidents' perceptions of their leadership and communication styles. In addition, follow-up studies on how these presidents were socialized could give perspective on how their leadership/management skills and styles were developed. It would also be interesting to see whether the differences in language remain consistent across genders in a larger sample of community college presidents.

Early insights into the developing rules and norms on how men and women work together, and how the rules and norms can be misunderstood or reinterpreted are presented. More research is needed on how rules and norms are being defined and accepted which would shed light on effective position pathing techniques.

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WORKING WITH MEN: PROFESSIONAL WOMEN TALK ABOUT POWER, SEXUALITY, AND ETHICS by Beth Milwid

Reviewed by *Linda J. Hughes*

Beth Milwid's inspiration for *Working with Men:. Professional Women Talk About Power, Sexuality, and Ethics* originated with her early work experience. She is currently working as a management consultant in San Francisco and has a Ph.D. in Psychology from the Wright Institute in Berkeley. Early in her career she felt increasingly isolated and frustrated as the only woman working with ten men. Using Studs Terkel's classic study of how men and women feel about their work as a model, she presents a credible qualitative study of over 100 women working in 15 professions. All her participants are employed in management positions with varying levels of responsibility; all work with few other women. Milwid fulfills the expectations she sets up by invoking the work of Terkel. While her profiles are less detailed than his, and her interpretation and comment somewhat lengthy, you can easily imagine yourself in conversation with these women. Her interpretations don't interfere with their stories, nor does she dominate the book with a point of view. Connecting her interpretation to the evident (material in the interview) is in most cases relatively easy. These women speak powerfully about their work experiences as women.

In contrast to Terkel's sociological approach, Milwid focuses on the psychology of women–how they have adapted and coped with the ". . . psychologically loaded environment" (p. 2). Her emphasis on adaptation and coping in new and unusual situations gives the book continuity. Terkel captured people working in a particular time, using work created by and related to the automobile. Milwid alludes to capturing a unique historical time as well–one in which women have been in the labor market in positions of responsibility in greater numbers than ever before. She looks for women at midpoint or beyond in their career, seeking those with enough years' experience to reflect the full range of adjustment to working in a male-dominated environment.

The material is organized in chapters reflecting stages of adjustment: school-to-work transition, establishing credibility, learning the informal system, understanding sexual dynamics, scrutinizing the power game, hitting the cement ceiling, and striking a balance. Theoretically, women pass through these stages as they adapt in the work world. She doesn't make a strong case for her choice of these categories, but she indicates that ". . . these challenges emerge in a clear, regular sequence, regardless of what industry they work in, or in what part of the country" (p.4). Ending each chapter with "tips from the trenches," she provides an opportunity for the women she interviews to give advice based on their experience. In that way through her interviews, women not only relate their experience, but also reflect on it, determining how they might have done things differently. She affirms their experience through listening and then connects them with the reader in a very personal way.

In her conclusion, Milwid stresses the degree to which the participants were unfulfilled (although I'm not sure I agree with that assessment) and expands her assessment of that lack of fulfillment to include a historical and economic perspective as well as the psychological. She identifies as problematic a "tension" between men and women and frames the next question as one of whether male-run

organizations can accept what women have to offer, that is what women are. She then highlights the degree to which women are under-utilized in the workforce, citing demographic factors e.g., increasing numbers of educated workers and the resulting competition for good jobs. She proposes a redesign of the workplace to provide more opportunities for educated workers. She fails to give supporting evidence for the analysis that there aren't enough good jobs. She proposes a restructuring of the workplace which includes a redesign of organizations to accommodate differing work styles. Her proposal includes change in the pyramidal, top down way in which decisions are made, an emphasis on rewarding group approaches to problem solving, and new incentive programs and employee ownership opportunities.

As strong as the body of her work is, her concluding assessment of the problems and resulting proposals for solutions are somewhat disappointing. However, the brevity of her conclusion almost encourages readers to draw their own conclusions from the wealth of interview material. Milwid jumps outside the boundaries of her discipline to propose a structural rather than psychological, individually-oriented solution; and she concludes by acknowledging the importance of the invitation extended to her by men in the organizations she visited to hear their work stories. She suggests that their concerns about work may not be dissimilar to those of the women she interviewed. In that way she seems to be searching for commonalities between men and women as she turns toward an examination of those elements in the workplace that undermine our fundamental beliefs. She leaves the further elaboration and identification of those beliefs to the reader and the networks or groups of workers she hopes will come together around this topic. The book would provide a useful basis from which to conduct a discussion about the fundamental values that underlie our beliefs about work, both from a personal and an analytical point of view.

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AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES

Statement of Philosophy

AAWCJC is guided in all of its endeavors by a firm commitment to equity and excellence in education and employment for women in community, junior and technical colleges. That commitment is translated into action at the national, regional, state and local levels through the AAWCJC programs, activities and services developed and offered in accordance with the following principles:

1. The achievement of equity for women is critical to the wise and just development and use of valuable human resources.
2. Equity is promoted through AAWCJC's efforts to improve access to:
   - education opportunities;
   - employment at all levels;
   - policy-making and decision-making forums.
3. Equity issues may include career upward mobility, comparable pay for comparable work, increased involvement of women on governing bodies, and appropriate support services for adult women enrolled in two-year colleges.
4. Commitment to equity must be matched by an equally strong commitment to educational and professional excellence.
5. Excellence is promoted through AAWCJC's efforts to:
   - encourage and reward educational achievement and professional endeavor;
   - provide opportunities for professional development;
   - develop linkages and disseminate information pertaining to specific concerns.
6. Both equity and excellence may be enhanced through a strong and effective network of women in community, junior and technical colleges – a network where a purposeful focus on tasks, issues and achievements is continually matched by a sensitive concern for people.

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31

AAWCJC JOURNAL MANUSCRIPT PREPARATION GUIDE

The Journal of the American Association of Women in Community and Junior Colleges welcomes articles of interest to community, junior and technical college personnel. Publishing policy and selection of articles are governed by the editorial objectives and criteria listed below.

Editorial Objectives:

1. To publish articles of general interest to staff and students in community, junior and technical colleges.
2. To present research, model programs and teaching/learning strategies related to women staff and students in these colleges.
3. To provide a forum for discussion of critical reports, innovative ideas and controversial issues related to women in higher education, particularly in community, junior and technical colleges.
4. To disseminate information on leadership training opportunities for women and on the accomplishments of women in these colleges.
5. To serve as an advocate for equity and excellence in community, junior and technical college education.

Criteria For Selection of Articles:

1. Material should be original, accurate and in good form editorially, and proper attribution should be given for material from other sources.
2. The manuscript should be current and informative, summarizing the basic facts and conclusions and maintaining coherence and unity of thought.
3. Controversial topics should be presented in a factually sound and reasonably unbiased manner.
4. Each manuscript will be acknowledged on receipt. All submissions will be reviewed by the editorial board, and the board's decision regarding articles to be published is final.
5. Authors will be notified regarding the board's decision as soon as possible. Manuscripts will be returned upon request from the author.

Preparation of Manuscripts:

1. Manuscripts should not exceed 3,000 words, or about 10-12 double-spaced typed pages.
2. The **MLA Handbook**, latest edition, should be used for references in the text and bibliography.

3. Tables and charts should be clear, comprehensible and as brief as possible.
4. Descriptions of projects for which financial support, such as a grant, was received should include acknowledgement of that support either in a subtitle or in a footnote.
5. The manuscript must include a cover page giving the article title, author's name, author's title and institution, and an abstract of no more than 100 words.
6. Submit manuscripts to:

   Diana Cox
   Amarillo College
   Box 447
   Amarillo, TX 79178

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33

HISTORY OF AMERICAN ASSOCIATION OF WOMEN IN COMMUNITY AND JUNIOR COLLEGES

The American Association of Women in Community and Junior Colleges (AAWCJC) was founded in 1973 by women from Arizona, California, Oregon, and Washington who attended a seminar called "Woman: Her Challenge to the Community College" at the City College of San Francisco. Deciding that a national organization was needed that would focus on the specific concerns of the growing number of women either employed or enrolled in two-year institutions, the group widened its membership base and was accepted as a Council of AACJC in 1974. That year AAWCJC presented its first forum on women in non-traditional career programs at the AACJC Annual Conference and has continued each year to address issues of special interest to women.

Data on senior-level females was not collected in 1973-74. However, in 1975, the American Council on Education began collecting data on female administrators and Chief Executive Officers. In 1975, there were 11 female Chief Executive Officers in two-year public institutions and 34 in two-year private colleges. By 1990, the number had increased to 126 in public institutions (an increase of 1045 percent). In private two-year colleges, there were 28 female Chief Executive Officers (a decrease of 25 percent). Combined, the number of female Chief Executive Officers went from 45 in 1975 to 154 in 1990.

Senior-level administrators have increased in numbers as well. In 1975, there were only 1,625 senior-level women administrators at the director, dean, and vice presidential levels. In 1983, there were 3,084 senior female administrators. This is an increase of 1,459 females in eight years. For two-year institutions, the number of women administrators increased more than 145 percent.

Over its 16 year history, AAWCJC has served both its members and other women in community colleges in a number of ways. Representative examples include:

- WRITING a project funded by the Carnegie Corporation of New York in 1976, housed in the AACJC office. The project director, Carol Eliason, who was hired to conduct a survey of the enrollment patterns of women in occupations programs in two-year institutions, also founded the Center for Women's Opportunities at AACJC.
- TESTIFYING at regional and national hearings on legislation affecting the interests of women in community colleges.
- NOMINATING qualified women for appointive positions, as nominees for elective offices, and as candidates for college positions.
- DESIGNING a number of publications to disseminate information concerning women's issues and programs.
- ELECTING four AAWCJC members to three-year terms on the AACJC Board of Directors, representing AAWCJC in 14 out of its 16 years of AACJC affiliation.
- MAKING available to members a wide variety of course outlines, reading lists, and other instructional materials.
- DEVELOPING local, state, and regional activities to involve members in workshops, seminars, and other projects.
- HONORING women who have made significant contributions to women in two-year colleges and Chief Executive Officers who have been outstanding supporters of the goals of AAWCJC.
- PLANNING and implementing two projects funded by the Fund for the Improvement of Post-secondary Education (1980-85) designed to increase the number of women in administration in two-year institutions. The on-going projects are co-sponsored by the League for Innovation in the Community Colleges and housed at Rio Salado Community College of the Maricopa College in Phoenix, Arizona.

GENERAL INFORMATION ABOUT AAWCJC

Current Services

Current services to AAWCJC members include:

- A quarterly newsletter on AAWCJC activities
- An annual journal
- A job bank which notifies members of positions throughout the country
- Local, state and regional workshops and seminars on topics of interest to members
- Access to AACTion Consortium Resource Center
- Nominations of qualified women for top-level administration positions
- Research on issues relevant to community college women
- Federal legislation representation through a lobbyist

Institute for National Leadership Development

The National Institute is co-sponsored with the League for Innovation and Rio Salado Community College.

The National Institute offers:

- Leader's program which involves selected applicants in a year-long project with a mentor at their colleges, and an intensive week-long skill-building workshop, and national networking with colleagues
- Seminars for women Chief Executive Officers
- Seminars for women in upper administrative positions who aspire to the presidency
- New issues seminars for participants in the Leaders for the 80s program in prior years

Information concerning National Institute for Leadership Development Programs is available from Dr. Carolyn Desjardins, Rio Salado Community College, 640 N. 1st Avenue, Phoenix, Arizona 85003, (603)223-4292.

Organization

AAWCJC has a 17-members Executive Board made up of 10 Regional Directors, Vice Presidents for Professional Development, Membership, Resource Development, Communications and a Treasurer, President, and immediate Past President. The Project Director of the National Institute for Leadership Development is also an ex-officio member of the Board. State Coordinators have been appointed for most states and work with Regional Directors.

Membership

AAWCJC membership is open to community, technical, or junior college personnel who support its goals. As of January 1990, the Council has more than 2,100 individual and 125 institutional members. Individual membership fees are based on income. For further information, write to AAWCJC, 2702 N. Main Street, Anderson, South Carolina 29621.

AAWCJC's President is Dr. Leila Gonzalez Sullivan, President, Middlesex Community College, 100 Training Hill Road, Middletown, CT 06457, (203) 344-3001.

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